**K.M. College of Education**

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**Bhiwani (Haryana)**

**(Affiliated to M.D. University, Rohtak)**

**Govt. Aided, NCTE Approved**

**Enriched Syllabus**

**B.Ed. (Previous)**

**Academic Year 2015-16**

***Prepared by:***

***Teaching Staff***

***K.M. College of Education, Bhiwani***

**COURSE-I**

**CHILDHOOD AND GROWING UP**

**UNIT-1**

**Development of Child at different Stages (Childhood and Adolescence)**

* Concept, Meaning and general principles of Growth and development. Stages of development—growth and development across various stages from infancy to adolescence**.** (Physical, intellectual, social and moral development).
* **Concept, characteristics and components of cognitive development (Added).**
* Piaget’s concept of cognitive development.
* **Bruner’s theory of cognitive development (Added).**
* Kohlberg’s theory of moral development.
* Erikson’s psycho-social development theory.
* Factors affecting Growth and development.
* **Process and laws of Heredity (Added).**
* Relative role of heredity and environment in development.
* Concept of growth and maturation.
* Parenting styles: influencing developmental aspects of childhood and adolescence.
* Impact of Media on growing children and adolescents: deconstruction of significant events that media highlights and creates.

**UNIT-2**

**Understanding Individual Difference**

* Concept of individual difference**,** Factors influencing individual difference, Educational implications of individual differences for teachers in organizing educational activities.
* Dimensions of differences in psychological attributes-cognitive, interest, aptitude, creativity, personality and values.
* **Personality: concept, nature and assessment (Added).**
* **Intelligence: concept, characteristics, theories of measurement (Added).**
* Understanding individual from multiple intelligences perspective with a focus on Gardrner's theory of multiple intelligences. Implications for teaching-learning.
* **Thinking Process: concept, types of tools of thinking (Added).**
* Understanding differences based on a range of cognitive abilities—learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of ‘difference’ rather than ‘deficit’ perspective.
* Methods and Ways to understand Children’s and Adolescents’ Behaviour: Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives.
* Meaning, characteristics and kinds of Play; Play and its functions: linkages with the physical, social, emotional, cognitive.
* Games and group dynamics, rules of games and how children learn to negotiate differences and resolve conflict.

**UNIT-3**

**Theoretical Perspectives to enhance Learning among Children and Adolescents**

* Learning: Meaning, implicit knowledge and beliefs.
* Perspective on Human Learning: connectionists or Behaviorist (Thorndike, Classical and Operant Conditioning).
* Cognitivist (Insightful learning, Tolman’s Sign learning theory).
* Constructivism.
* **Co-operative learning and its strategies (Added).**
* Bruner’s discovery learning.
* Concepts and principles of each perspective and their applicability in different learning situations.
* Relevance and applicability of various theories of learning for different kinds of learning situations.
* Role of learner in various learning situations as seen in different theoretical perspectives.
* **Group Dynamics- process and its importance in learning (Added).**
* Role of teacher in teaching learning situations.
* **Guidance and Counseling- Meaning, Types and their steps (Added).**

**UNIT-4**

**Deprivation and Deprived Children: Measures for their Adjustment and Education**

* Childhood in the context of poverty and globalization.
* Current issues related to adolescents stress and role of the teacher (Increasing loneliness, changing family structures and rising permissiveness.
* **Social Perception- Types and mechanisms of social interaction (Added).**
* **Social change and progress (Added).**
* Issues in marginalization of difference and diversity.
* Children living in urban slum, socially deprived girls: measures to bring improvement in their status.
* Child rearing practices of children separated from parents practices of children’s separated children in crèches; children in orphanages.
* Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner.
* Understanding needs and behavioral problems of children and adolescents**:** Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence substance abuse, drug addiction.
* **Measurement of Attitude and Public opinion (Added).**
* Impact of globalization, urbanization and economic changes on construction and experience of children in childhood and adolescent age.

**COURSE-II**

**CONTEMPORARY INDIA AND EDUCATION**

**UNIT-1**

Constitution of India and Education

* Concurrent status of education
* Policies, Acts and Provisions related to education
* Education of marginalized and socially disadvantaged segments
* Education and Fundamental Rights and Duties: Articles 14, 15, 16, 30 and 51A
* **Important provisions Articles 29, 30, 45, 21A and their implications, 42nd, 72nd and 73rd amendments (Added).**
* Directive Principles of State Policies
* Right to Education (RTE) Act 2009

**UNIT-2**

Review of Education Commissions and Policies in India:

* Prominent characteristics of education in India during colonial rule
* Critical appraisal of recommendations of following commissions
* Secondary Education commission (1952-53)
* Indian Education Commission (1964-66)
* **General aims of Secondary Education (Added).**
* **National Policy on Education (1968) (Added).**
* National Policy of Education (1986)
* Ramamurthy Education Commission (1990)
* Programme of Action (1992)
* **Evolution of 10+2+3 pattern as a National System of Education(Added)**
* National Curriculum Framework 2005: Needs and Objectives

**UNIT-3**

Contemporary Issues in Indian Education

* Universalization of Elementary Education and related issues such as MDM, SSA and RMSA
* Issues and Debates on Globalization, Liberalization and Privatization
* Common School System
* Vocationalisation of Education
* Three Language Formulas
* Open learning and distance education System
* Modernization: Concept, Advantages & Disadvantages
* **Quality of Education: Concept, Parameters, Status & Prospects with focus on objective outlined in Delor’s Commission Report (Added).**

**UNIT-4**

Emerging Concerns of Indian Society and Education

* Culture and Education
* Democracy and Education
* Inequalities in ancient, medieval and modern education
* New Economic Reforms and their impact on Education
* Education for Technological Empowerment
* **Social change: types, dimensions and role of education (Added).**
* **Basic concepts: Social Stratification and Social Control (Added).**
* Role of teacher in the context of Universal Education
* Reservation as an egalitarian Policy

**COURSE-III**

**LEARNING AND TEACHING**

**UNIT-1**

* Teaching: Concept, Nature, Importance of Teaching and Phases of Teaching: Pre-active, Inter-active and Post-active
* Teaching : Different from Instruction, Training and Indoctrination
* Levels of Teaching : Memory, Understanding and Reflective level
* Theories of Teaching: Formal Theories, Descriptive Theories, Normative Theories
* **Strategies of Effective Teaching (Added).**

**UNIT-2**

* Models of Teaching
	+ - **Fundamental Elements of a Teaching Model (Added).**
* Bruner’s Concept Attainment Model
* Mastery Learning Model
* Inquiry Training Model
* Glaser’s Basic Teaching Model
* Strategies of Teaching
* Simulation
* Brain-storming
* Lecture
* Demonstration
* Team-Teaching
* **Lecturer-cum-Demonstration (Added).**
* **Peer Tutoring (Added).**
* **Buzz Session (Added).**
* **Blended Learning (Added).**

**UNIT-3**

* Learning: Concept, Importance, Types and Factors Affecting Learning
* Concept of e-learning (m-learning and online learning)
* Constructivism
* Learning styles
* Flander’s Interaction Analysis: Concept, Procedure and Significance in Teaching-Learning
* Use of ICT in Teaching Learning Process
* **Use of Web resources in Teaching-Learning (Added).**

**UNIT-4**

* Evaluation in Teaching – Learning Process: Concept, Need and Characteristics of

Evaluation

* Evaluation Devices- Written, Oral and Observation
* Types of Evaluation : Formative, Summative and Diagnostic
* Grading and its Types
* Continuous and Comprehensive Evaluation
* **Online Evaluation Tools, Question Bank, Open Book Examination (Added).**

**COURSE-IV & V (PEDAGOGY SUBJECTS)**

**PEDAGOGY OF HINDI**

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**PEDAGOGY OF ENGLISH**

**UNIT-1**

An Overview of Language Teaching

* Meaning, Importance and Functions of language.
* Linguistic characteristics of English.
* **Maxims of English Language (Added)**
* **Descriptive and Prescriptive Approach (Added)**
* Linguistic Principles, and Aims and Objectives of Teaching English
* Philosophical, Social and Psychological Bases of Approaches to Language Acquisition and Language Learning; Inductive and Deductive Approach; Whole Language Approach; Constructive Approach; Multilingual Approach to Language Teaching.

**UNIT-2**

Learner Centered Approaches and Methods of Teaching

* Difference between ‘Approach’ and ‘Method’
* Direct Method, Bi-lingual method, Audio-Lingual Method, Structural Approach, Communicative Approach, Constructive Approach and Co-operative Learning.
* **Sentence Approach, Grammar Approach, Phrase Approach (Added)**
* Teaching of Prose, Poetry, Composition and Grammar – Objectives and Methodology
* Micro and Mega Lessons

Teaching Learning Materials and Aids

* Print media; other reading materials such as learner chosen texts, magazines, newspapers, class libraries, etc., ICT – audio-visual aids including CALL programmes; Radio, T.V., Films, Planning co-curricular activities (discussion debates, workshops, seminar etc.); language labs, etc.

**UNIT-3**

Developing Listening and Speaking Skills

* Features of English Pronunciation, Elementary knowledge of English sounds.
* Stress, Rhythm, Intonation, Patterns and their Implications.
* **Speech Mechanism (Added)**
* **Types of Tone and its implications (Added)**
* **Transcription (Added)**
* **Difference between RP (Received Pronunciation) and IP (Indian Pronunciation) (Added)**
* Materials and resources for developing the Listening and Speaking Skills: Storytelling, dialogues, Situational Conversations, Role Playing, Simulations, Speech, Games and Contexts, Language Laboratories, Pictures, Authentic Materials and Multimedia Resources.

Developing Reading and Writing Skills

* Developing Reading and Writing Skills
* Teaching Mechanism of Reading
* Reading aloud and Silent Reading; Extensive and Intensive Reading; Study Skills, Including using Thesauruses, Dictionary, Encyclopedia Etc.
* Writing : Stages of Writing; Process of Writing; Formal And Informal Writing, such as Poetry, Short Story, Letter, Diary, Notices, Articles, Reports, Dialogue, Speech, Advertisement, etc., Reference Skills, Study Skills, Higher Order Skills.

**UNIT-4**

* Remedial and Enrichment Content
* Meaning and Significance of remedial teaching
* Common errors in English and their removal through remedial teaching

Remedial Teaching Strategies

* Individualized Educational Programme
* Peer Support Programme
* Reward Scheme
* Handling Pupil’s language acquisition problems
* Feedback to students, parents and teachers

Evaluation Procedure

* **Test, Exam, Measurement and Comprehensive Evaluation (Added).**
* Progress and Assessment of development of Language; Continuous and Comprehensive Evaluation; Techniques of Evaluation – oral, written, portfolio; cloze test, self evaluation, peer evaluation, group evaluation.
* Typology of Questions; activities and tasks (Open-ended questions, MCQ’s, true and false etc.) Reflecting – Problem Solving, Creative and Critical Thinking and Enhancing Imagination.
* **Digital Portfolio: Use of ICT in learning exercise for language competency (Added).**

**PEDAGOGY OF MATHEMATICS**

**UNIT-1**

Concept and Aims of Teaching of Mathematics

* Meaning, scope and nature of mathematics
* **Values to be taught through teaching of Mathematics (Added).**
* Aims and objectives of teaching mathematics at secondary stage
* Framing objectives according to Blooms taxonomy
* **Writing objectives in behavioral terms, RCEM Approach (Added).**
* The nature of mathematical propositions, use of quantifiers and venn diagram
* A Mathematical theorem and its variants- converse, inverse and contra positive, proofs and types of proof.

Historical Perspective of Mathematics

* History of mathematics with special emphases on teaching of mathematics
* Coexistence of precision and beauty in mathematics

**UNIT-2**

Development of Curriculum in Mathematics

* Meaning and objectives of curriculum
* Principles for designing curriculum of mathematics at different stages of schooling
* Recent curriculum reform at national/ state level at their critical appraisal
* Content Analysis, Pedagogical Analysis and their comparison
* **Steps of Pedagogical Analysis (Added).**
* Pedagogical analysis of following topics of mathematics
* Equations
* Sets
* Volume
* Trigonometry
* Ratio and proportion

Methods of Teaching Mathematics

* Inductive - deductive
* Analytic – synthetic
* Problem solving
* Heuristic method
* **Project Method (Added).**

**UNIT-3**

Learning Resources

* Importance of summer programs, correspondence courses, mathematics club, contests and fairs
* Designing mathematics laboratory and its effective use
* Importance of re creational activities – games , puzzles and riddles in mathematics
* Projective and non- projective teaching aids

Instructional and Material Development

* Writing of lesson plan
* **Concept of Microteaching (Added).**
* **Skill of using Chalk Board (Added).**
* Micro lesson planning with special reference to following micro teaching skills Introduction, probing question, class room management, skill of illustration with examples, skill of reinforcement
* Preparation and use of audio- visual material and equipments
* Application of ICT in teaching of mathematics

**UNIT-4**

Evaluation in Mathematics

* **Concept of Measurement & Evaluation (Added).**
* Evaluation Tools: Meaning, need and use of diagnostic testing and remedial teaching
* **Grading System (Added).**
* Continuous and comprehensive evaluation
* Formative and summative evaluation
* Criterion and norm reference test
* **Preparation of Achievement Test (Added).**

Professional Development of Mathematics Teachers

* Types of In-service programme for mathematics teacher
* Role of mathematics teachers association , journals and other resource material in
* mathematics education
* Professional growth through participation in conference/ seminars/workshop

**PEDAGOGY OF BIOLOGICAL SCIENCE**

**UNIT-1**

* Nature, History, scope and Interdisciplinary linkage of Biological Sciences.
* General Aims and Objectives of Biological Sciences.
* Facts and principles of Biology & its applications consistent with the stages of cognitive development of learners, Origin of life and evolution, biodiversity, observation and experiments in Biological Science.
* Bloom’s taxonomy of educational objectives, **RCEM Approach (Added).**
* Formulation of specific objective of Biological Science in behavioural terms.

**UNIT-2**

Pedagogical Analysis

* **Content Analysis (Added).**
* Meaning, importance and Steps of Pedagogical Analysis
* Pedagogical Analysis on the following topics:
* Photosynthesis,
* Human digestive system
* Food Chain,
* Ecological Balance
* Respiratory System
* Excretory
* Circulatory
* Heredity and Environment

**UNIT-3**

* Development of Instructional Material: Unit planning, Lesson planning, Preparation of

Teaching aids, Development of Demonstration Experiments.

* Development of Self-Instruction materials, Linear Programme.
* Teaching Strategies: Problem Solving, Investigatory approach, collaborative learning, experimental learning.
* Micro Teaching Skills: Skill of Introducing the Lesson, Skill of Questioning, Skill of

Illustration, Skill of Explaining, Skill of Stimulus Variation, **Skill of using Chalkboard, Preparation of Micro Lesson Plan, Application of ICT in Teaching of Biology (Added).**

**UNIT-4**

* Concept of measurement and evaluation
* Types of evaluation: Formative, Summative, Diagnostic
* **Types of Tests used in Bio (Added).**
* Preparation of an objective type and achievement test, Attributes of a good Achievement Test.
* **Remedial Teaching (Added).**
* Different types of Grading
* Continuous and Comprehensive Evaluation

**PEDAGOGY OF PHYSICAL SCIENCES**

**UNIT-1**

**Importance of Teachings of Physical Sciences**

* Nature, Concept & Scope of Physical Sciences and its Place in the School Curriculum.
* History of Physical Sciences with special emphasis on Teaching of Physical Science.
* Aims and Objectives of Teaching Physical Sciences.
* Differentiate between the terms ‘Aims’ and ‘Objectives'.
* Aims of teaching Physical Sciences at Middle, Secondary and Senior Secondary stages.
* Bloom’s Taxonomy of educational objectives.
* Instructional Objectives of teaching Physical Sciences at the school stage and their formulation.
* Physical Science Teacher: Qualities & Responsibilities.
* Need for Professional Orientation.

**UNIT-2**

**Approaches & Methods of Teaching Physical Sciences**

* Development of Teaching Skills through Micro Teaching (Probing Questions, Introducing the Lesson, Explaining, Illustration with Examples, Using Chalkboard and Stimulus Variation).
* Methods of teaching Physical Sciences (Lecture cum Demonstration method, Project method and Problem Solving method**, Heuristic Method (Added))**.
* Aids, Equipments and Assistance in teaching Physical Sciences:
* Need and utilities of Physic Sciences Laboratory.
* Preparation and use of Teaching Aids.
* Unit and Lesson Planning.
* Popularization and Propagation of Physical Sciences through Science Exhibition, Science Magazine, Science Trip and Science Quiz.
* E-teaching of Physical Sciences using technology for self-learning and collaborative learning of science.

**UNIT-3**

**Pedagogical Analysis of contents in Physical Sciences**

* Contents Analysis, Pedagogical Analysis and their comparison.
* Study of items: Division of units into sub-units, Teaching requirements, Instructional objectives, Teaching strategies, Previous knowledge testing, Topic announcement, Concepts of contents, Presentation, Teaching aids use, Demonstration experimental verification, Thought provoking questions and Criterion based tests.
* Pedagogical analysis of any one of the following topics:
	+ Atomic Structure
	+ Energy and its types
	+ Environment and Pollution
	+ Water as a Universal Solvent
	+ Transmission of Heat
	+ Magnetism
	+ Friction
	+ **Solar System (Added)**

**UNIT-4**

**Evaluating Outcomes of Physical Sciences Teaching**

* Indicators of Quality Learning and Major Issues in Classroom Learning with special reference to Physical Sciences.
* Concept of Test, Measurement and Evaluation **and difference between Measurement and Evaluation (Added).**
* Differentiate between the terms ‘Examination’ and ‘Evaluation'.
* Qualities of a good test, Principles and steps in construction of an achievement test, Blue Print and Question Paper, Item analysis, Construction of multiple choice questions, Diagnostic test, Remedial teaching in physical sciences.
* Continuous and comprehensive evaluation, **Diagnostic (Added),** Formative and summative assessment, Grading pattern.
* Selection of appropriate evaluation technique.

**PEDAGOGY OF SOCIAL SCIENCES**

**UNIT-1**

**Foundation and Context of Social Sciences**

* Meaning, Nature and Scope of Social Sciences as a school subject
* Aims and Objectives of teaching Social Sciences at School level
* Taxonomy and behavioural Objectives in Social Sciences
* Values of Teaching Social Sciences
* Correlation of Social Sciences with History, Economics, Civics, Geography,
* Sociology, Mathematics, Natural Science and Psychology

**UNIT-2**

**Pedagogy & Lesson Planning**

* Meaning, importance and Steps of Pedagogical Analysis
* Pedagogical Analysis on the following topics:
* Constitution of India
* Size, Location and Physical features of India
* French Revolution
* Population
* Democracy in the contemporary world
* Disaster Management
* Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation
* **Designing of Social Science Laboratory (Added).**

**UNIT-3**

**Curriculum, Teaching Learning Material and Skills of Teaching Social Sciences**

* Meaning, Importance and Principles of designing a good Curriculum of Social Sciences; Critical Appraisal of the Existing Curriculum in Social Sciences, Suggestions for improvement; Approaches of organizing social sciences curriculum logical, concentric, spiral, chronological.
* Teaching Learning Material: Textbook & Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking)
* Skills of teaching Social Studies: Skill of Explaining. Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation.

**UNIT-4**

**Classroom Processes and Evaluation in Social Sciences**

* Classroom Processes: Discovery method, Discussion method, Computer Assisted Instruction (CAI) Educational broadcasting and telecasting, e-tutoring, Survey Method, Field Visits, Concept Mapping and Story Telling.
* Meaning, Importance and Types of Evaluation in Social Sciences.
* Continuous and Comprehensive Evaluation: Meaning, importance & Process.
* New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System
* Construction of Achievement Test – Concept and Steps